

Spring 1-15-2010

ENG 4300-001: Senior Seminar: Spirits, Ghosts and Demons

Marjorie Worthington
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2010



Part of the [English Language and Literature Commons](#)

Recommended Citation

Worthington, Marjorie, "ENG 4300-001: Senior Seminar: Spirits, Ghosts and Demons" (2010). *Spring 2010*. 116.
http://thekeep.eiu.edu/english_syllabi_spring2010/116

This Article is brought to you for free and open access by the 2010 at The Keep. It has been accepted for inclusion in Spring 2010 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

4 300 - 001
4 3 90 - 099

ENGLISH 4300.001 – SENIOR SEMINAR: SPIRITS, GHOSTS & DEMONS

Ghosts are neither dead nor alive, neither corporeal objects nor stern absences.
As such, they stand in defiance of binary oppositions such as presence and absence,
body and spirit, past and present, life and death.

--Peter Buse and Andrew Stott, *Ghosts: Deconstruction, Psychoanalysis, History*

Professor: Dr. Marjorie Worthington
Office: Coleman Hall 3321
Phone: 581-5214
Email: mgworthington@eiu.edu
Class: Coleman Hall 3159, TR, 8:00-9:15am
Office Hours: TR 2:00-5:00pm, or by appt.

Texts: William Shakespeare, *Hamlet*
John Milton, *Paradise Lost*
Charles Brockden Brown, *Wieland*
Washington Irving stories
Henry James, *The Turn of the Screw*
J.M. Barrie, *Mary Rose*
Maxine Hong Kingston, *The Woman Warrior*
Toni Morrison, *Beloved*
Bret Easton Ellis, *Lunar Park*

OBJECTIVES:

- To read, discuss and analyze representative texts.
- To familiarize ourselves with differing critical stances on some of these works.
- To learn about and engage in literary research.
- To hone skills related to writing literary analyses.

ASSIGNMENTS:

Short Essays: Over the course of the semester, you will write ten one-page *single-spaced* essays. They should cover the reading assigned for the particular day on which they are due. Although short, these essays should be focused and **thesis-driven**. You should also use some of the supplementary material included in some of your textbooks to flesh out your argument and broaden your understanding of the text. It is my hope that these papers will: 1) help you keep up with the reading; and 2) generate interesting ideas for discussion. For that reason, you **must be in class** and **must contribute to class discussion that day** (in other words, speak up) in order to get credit for the response. **YOU MUST COMPLETE ALL SHORT ESSAY ASSIGNMENTS TO PASS THIS COURSE.**

Film Analysis Essay and Presentation: Choose a film that has ghosts, spirits or demons in it and write a paper that performs a cultural analysis of that film. Your essay should answer the following question: "What cultural fears or anxieties do the supernatural beings in this film represent?" To do this assignment, you will have to examine the time period out of which that film emerged. What was going on historically when this film came out and in what way could the film be seen as a response to cultural issues or events? For some of you, this essay will be due the week after spring break; for others, it will be due the last week of class. On the day your essay is due, you will give a 25-30-minute oral presentation of your ideas and argument, supplemented by scenes from the film you chose.

Analytical Research Essay: Write an essay that makes a literary analytical argument and which employs outside research from two or more literary journals. You can expand upon the ideas in one of your short essays, turning it into a long essay by adding further research and evidence from the text. The most difficult part of this assignment will be determining a suitable topic and thesis for this essay. I am purposely not providing topic ideas: you will explore possible ideas yourself, choose one and flesh it out in an essay. Your paper should have a clear and focused thesis statement and should make some kind of compelling **argument**. You will be graded on the quality of this argument and the extent to which you support this argument with evidence from the text. You should use literary critical articles to aid you; they can either come from the textbooks we are using (the supplementary materials) or from the databases we will discuss in class. **You may NOT use web-site sources for this essay.** Using outside sources presents another challenge: finding outside support for your thesis without simply repeating those of the articles.

Final Exam: The final exam will test both basic knowledge of the texts and class discussion, and your ability to understand and analyze what you have read. It may include essays and some short answer and, possibly, a take-home aspect.

Participation: The small size of this class will allow (and require) you to be an active *daily* participant in class discussion. In other words, I will expect you to be able and willing to keep up with the reading and speak up in class several times *every day*. If you don't volunteer, I will call on you. If you aren't regularly prepared, this portion of your grade will go down.

POLICIES:

Attendance: Your consistent attendance and participation are necessary to make this class the vibrant exchange of ideas it should be and I take attendance every day (even if you do not see me doing it). You are permitted no more than three unexcused absences. Each unexcused absence after three will lower your **final** grade by thirty points (3%). Excused absences are accompanied by appropriate legal or medical documentation. If you are absent on a day on which a short essay is due, you will NOT receive credit for that essay.

Conferences: The hours listed above are times when I will be in my office ready to meet with students. You can also make a special appointment to see me if you are unable to come during office hours. I encourage you to come and talk to me about your work as often as you like.

Plagiarism: Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the collaborative nature of our class. However, the consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. It will also result in a report to the Judicial Affairs Office.

Disabilities: If you have a documented disability, let me know what accommodations you require.

Grade Breakdown:

Short Essays	25%
Film Essay	20%
Analytical/Research Essay	20%
Final Exam	20%
Participation	15%

ENG 4300 READINGS AND ASSIGNMENTS

- Jan. 12 T Introduction
14 Th Shakespeare, *Hamlet*, Act I
- A 19 T *Hamlet*, Acts II & III
B 21 Th *Hamlet*, Acts IV & V
- B 26 T Ellis, *Lunar Park*, Chaps. 1-11
A 28 Th *Lunar Park*, Chaps. 12-16
- A Feb. 2 T *Lunar Park*, Chaps. 17-end
B 4 Th Milton, *Paradise Lost*, Books 1-2
- B 9 T *Paradise Lost*, Books 3-5, 7 (skip Book 6)
A 11 Th *Paradise Lost*, Books 8-9
- A 16 T *Paradise Lost*, Books 10-12
18 Th Brown, *Wieland*, Advertisement and Chaps. I-IV
- B 23 T *Wieland*, Chaps. V-XIII
A 25 Th *Wieland*, Chaps. XIV-XIX
- Mar. 2 T *Wieland*, Chaps. XX-XXVII **Analytical Essay due**
4 Th Washington Irving stories
- A 9 T James, *The Turn of the Screw*, Beginning-Chap. XIV
B 11 Th *The Turn of the Screw*, Chaps. XV-XXIV

SPRING BREAK

- 23 T **Film Pres**
25 Th **Film Pres**
- B 30 T Morrison, *Beloved*, pp. 3-117
Apr. 1 Th *Beloved*, pp. 118-158
- A 6 T *Beloved*, pp. 159-235
B 8 Th *Beloved*, pp. 235-end
- B 13 T J.M. Barrie, *Mary Rose*
A 15 Th Kingston, *The Woman Warrior*, "No Name Woman" & "White Tigers"
- A 20 T *The Woman Warrior*, "Shaman" & "At the Western Palace"
B 22 Th *The Woman Warrior*, "A Song for a Barbarian Reed Pipe"
- 27 T **Film Pres**
29 Th **Film Pres**
- May 3 Monday, 8:00-10:00am **FINAL EXAM**